

READING LESSON PLAN

CLASS PROFILE & TEACHING CONTENT

The following lesson plan will form part of a scheme of work entitled, *Fables, Myths, Legends and Fairy Tales*. The scheme of work, and this particular lesson plan, is specifically for the first year of ESO, linguistic section; it is a group made up of 30 students, all of whom will turn 13 this academic year.

This is the first group to follow the CAM bilingual project, and they will be taught using the guidelines from the “advanced Curriculum”. All the students have entered the linguistic section having passed the Cambridge KET exam (equivalent of an A” level , in the common European Language Framework).

The school, which is situated in a working class area, is located in the East of the community of Madrid.

GENERAL LESSON AIMS

GROUP: 1 ESO (linguistic Section)	LENGTH of TIME/LESSON: 55 minutes The reading of this fable will be a model session for students to see what I expect from their reading in this first evaluation.
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1 ESO ADVANCED CURRICULUM OBJECTIVES

1. To understand general and specific information from written text that unfold in different situations.
2. To show the initiative to read texts of a given text autonomously; to extract specific information, so as to be able to complete a given task.
3. To use reading comprehension strategies: to identify themes in a text using textual and non textual elements; to use previous knowledge on the topic and make predictions about the content; inferring words/meaning from the context; using visual aids and comparing words and phrases to those in Spanish.
4. To identify the main ideas and conclusions in texts which deal with themes that students can relate to.

Basic reading skills:

- **All students** will follow the basic – surface meaning – of the legend (who, when, where, what).
- **All students** will understand that the text describes:
 - the setting
 - the plot
 - the outcome
- **All students** will identify the key words we have studied on settings and movement.
- **All students** will understand the cultural references (bush, bow, quiver, herd of roan antelope, sigh) through visual prompts and miming.

High Level Skills

- **Most students** will interpret the story at a deeper level; interpret the characters' personality.
- **Most students** will infer the use of language for specific effect; they will interpret how the language has been used to create a specific effect on the reader.
- **Some students** will pick up on the author's intention: the hunter's pity towards his enemy, the lion's gratitude and loyalty.

LESSON PROCEDURE

TIME	Teacher Activity	Pupil Activity	Expected Outcomes
5 mins	1. I show the students a photo of the bush and tell them we are in Kenya on a safari. I ask the students to write down as many wild animals as they can remember. 2. I ask the students to choose the animal they like best and write three qualities to define the animal.	Students activate their background knowledge on wild animals.	Students get interested in the story they are about to read.
5 mins	1. I show the students the power point images and pre-teach key words the students are not familiar with. (see material 1) 2. I mime some words (sigh, move back and forth) 3. I explain “praise” with an example.	Students listen and learn the new words.	To pre-teach key vocabulary
5 mins	1. I ask the students to identify the setting and describe the hunter. (how he feels about his work)	Students read quickly the first paragraph.	Students will get the surface information: who and where.
5 mins	I ask students to identify the tone of the paragraph and find two examples.	Students read the second paragraph and come up with the examples: “ The hunter trembled with fear” “ his legs were shaking”	Students pick up the writer’s change on the tone.
10 mins	I ask the students to sum up paragraphs 3,4 and 5.	Students read paragraphs 3,4 y 5 and sum up - four sentences -the way the hunter helped the lion.	Students understand the main facts of the story
20 mins	I ask the students to build up the dialogue between the hunter and the lion once the lion has recovered from his troubles.	Students read paragraphs 6, 7, 8 and re-tell the story in the form of a dialogue.	Students are able to use the story in a different way. They develop their capacity to improvise.
8 mins	I ask the students to answer these questions: - What is the moral of the fable? - How does the story illustrates the moral? (find two examples)	Students read the two last paragraphs and answer the questions.	Students identify the moral of the story. They identify the rhetorical devices: onomatopoeia , repetition, alliteration

RESOURCES/ MATERIALS

- Students are given a photocopy with the warm up activity and the pre reading vocabulary.
- A PC and access to a projector to show the visuals before reading the fable.
- The fable “ The hunter and the lion” (material 2)
- Photocopy with some questions about the fable – homework- (material 3)

MATERIAL 1



WARM UP:

1. Write down as many *wild African animals* as you can in a minute.
2. Choose the animal you like best and write at least three adjectives to describe the animal.

PRE READING VOCABULARY

AFRICAN BUSH



BOW



QUIVER

HERD OF ROAN ANTELOPE



BACK AND FORTH (movement)

SHAKING LEGS (movement)

SIGH (noise)

PRAISE (example)

STRONG (adjective) **STRENGTH** (noun)

THE HUNTER AND THE LION

There was a hunter who often went into the bush to hunt. Hunting was his work. No other work was so sweet to him as hunting. Every day he was trying to find where the most game could be seen. The bush was all known to him. He knew that in some places there was game and in other places there was none.

One day when the hunter was far in the bush looking for game, he heard a noise that sounded like something coming toward him, but he could not see anything. In a moment he saw a large lion almost on top of him, and it was coming toward him. The lion was so near that it was no use to think of running. The hunter trembled with fear, for he did not know what the lion was going to do with him. Any moment the lion might catch him and kill him. Even if he had wanted to run he had no strength in his legs, because they were shaking.

The hunter noticed that as soon as the lion saw him he began to show him his troubles. The lion opened his mouth, and the saliva was running down "lo-lo-lo." The hunter noticed that the lion was very poor, instead of being fat as lions usually are. He laid down his bow and quiver and took off the shooting ring from his thumb and knelt down before the lion. All that he could do was to praise the greatness of the lion.

The lion began to move his tail back and forth in a friendly way and came up to the hunter. When the lion was very near the hunter, he lay down in front of him, and raised his mouth up to him. The hunter looked into the lion's mouth and saw a large bone which was stuck in the lion's throat. The lion had not been able to get it out for himself.

The hunter was very, very sorry for the lion. He went to a nearby stream and washed his hands until there was no dirt left on them. He came back and reached his arm into the lion's mouth and took hold of the bone which was fast in the lion's throat. He carefully removed it. When it was out, the lion gave a big sigh, "mmm."

Now the lion was free from the trouble which had overtaken him. He went down into the little stream and lay down in the water and rolled. Then he got up and shook himself and took a drink. Again he lay down and washed out his throat and bathed his whole body.

When he came up from the water he went to the hunter and thanked him over and over again. He licked the hunter's body and moved his tail back and forth in a friendly way. The lion showed the hunter that he should stay where he was until the lion came back. The hunter sat down to wait.

Before the lion had gone far he saw a large herd of roan antelope. Quickly he ran ahead of the front ones and turned them toward the hunter. When the hunter saw the large herd of roan coming, he put on his shooting ring and, taking his quiver and bow, he lay down flat on the ground and waited. The herd of roan came right toward him. In an instant he was on one knee shooting at them. He hit three. The lion caught three more large males. The lion took the hunter and showed him the three large roan which he had caught for him.

The hunter went back to the village and called all the people in village to come and help skin the six roan. The hunter selected some of the best meat and took it to the lion where he was hiding himself. The rest of the meat was carried into the village.

This is how the hunter and the lion became great friends. If the lion does not see the hunter each morning he thinks that something must be wrong, and he goes to hunt the hunter so that they may salute each other. The hunter is not without meat, because his friend always drives it around to him.

EVALUATION

1. To identify and understand the general idea and the most specific information regarding varied communicative situations.
2. To relate the content of the fable to their own life experiences.
 - I will observe that students are matching the vocabulary (material1) to the image.
 - I will ask weaker students factual (surface) questions: who? Where? What?
 - I will ask students if they read vocabulary we have studied so far
 - I will ask students if they recalled any rhetorical devices and the effect they had on the reader.
 - I will ask stronger students to explain what they think of the moral of the fable and to justify their opinion with evidence.

MATERIAL 3

AFTER READING QUESTIONS

1. Where does the tale take place?
2. Who are the characters of the tale?
3. Explain, in your own words. How the hunter helps the lion.
4. What are the consequences of his action?
5. What is the moral of the fable?
6. How does the fable illustrates the moral. Give two examples